

Oak House Montessori Ltd

Inspection report for early years provision

Unique reference number

EY379463

Inspection date

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Inspector

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Type of setting

Childcare - Non-Domestic

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Oak House Montessori is a privately run day nursery. It opened in 2003 and operates from nine rooms in a converted house in Southend-on-Sea, Essex. Disabled access may be restricted as children from birth to two are cared for on the first floor, up a flight of stairs. A maximum of 87 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 for 52 weeks per year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the both the Early Years and the Compulsory Childcare Register. There are currently 125 children aged from birth to under eight years on roll. Of these, 36 children receive funding for nursery education. Children attend from a wide catchment area and many have parents who work in the centre of Southend-on-Sea. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery employs 28 staff. Of these, 18 hold appropriate Early Years qualifications and eight are working to gain a qualification or a higher level of qualification. The nursery offers care and learning using Montessori methods and philosophy.

Overall effectiveness of the early years provision

The setting provides effectively for children in the Early Years Foundation Stage. Children are treated as unique individuals and as a result of this, their needs for care and learning are well met. All children make very good progress in their learning and development through high quality play and learning experiences. Good partnership working with parents and other professionals ensures that staff and children receive the support they need. The setting has a good capacity to improve and an effective self-evaluation process ensures that staff build on their strengths while constantly striving to improve the care and education they provide.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop use of the outdoor area to provide children with opportunities to be outside on a daily basis and have first-hand experience of different weather conditions
- develop procedures which support a regular, two-way flow of information between providers where children receive care or education elsewhere.

The leadership and management of the early years provision

The setting is effectively led and managed. Thorough policies and procedures are in place to ensure the smooth running of the setting, successfully promoting the safety and welfare of all children. Highly skilled staff work with children and

excellent procedures are in place to ensure that they are suitable to work with children. Staff and resources are extremely well organised to ensure that children have a safe, stimulating and enjoyable experience. All staff strive to provide children with high quality care and education, continuously looking at ways they can develop and improve their practice. Recent improvements have had a beneficial impact on children and staff. Staff now work much more closely throughout the nursery, providing children with a more consistent experience as they get older.

Effective policies and procedures are in place to safeguard children. Thorough and effective risk assessments ensure that children are safe and secure. Toys, equipment, indoor and outdoor spaces are safe and secure, with access to the provision monitored by CCTV. All staff take responsibility for the safety of the children they are working with, ensuring that hazards do not get overlooked. Appropriate procedures, for example, when preparing food or changing nappies, ensure that children's good health is promoted. Meals and snacks are healthy, nutritious and are freshly prepared on the premises each day. Fresh drinking water is freely available at all times.

A welcoming and inclusive environment ensures that all children have their needs met and are able to make progress. Effective links with parents and other professionals mean that staff can identify each child's needs and then work together to ensure that children receive the best care possible. Staff act on advice from specialists which helps them to formulate personal plans and activities for individual children. Parents and carers are provided with good quality information about the setting and are kept up-to-date with the progress their children are making. Information about topics and activities is shared with parents and staff are available to talk at any time. Good links are made with schools to help children make a smooth transition into Early Years Foundation Stage classes. Staff are aware of which children also attend school or other settings. However, they have not yet established a formal process for sharing information between providers so may not be aware of relevant issues concerning those children.

The quality and standards of the early years provision

Children's learning and development is effectively supported. Adults know individual children very well and are able to provide direct support and activities which help them to make good progress. Adults support learning through effective questioning and encouragement which help children to feel motivated and valued. The learning environment is stimulating and well-organised. Each room is tailored to the needs of the ages of children present, ensuring, for example, that babies have furniture to pull themselves up on as they learn to stand and that older children are able to help themselves to writing materials and dressing up clothes. The outdoor environment is also organised into areas which meet the needs of different ages of children. Children enjoy regular opportunities to play and exercise outdoors, however, use of the outdoor area has not yet been fully developed to allow children to use it in all weathers.

Effective assessments accurately identify what children can do and staff use this

information well to identify children's next steps. Planning is based on children's needs and interests, effectively ensuring that individual children are provided with the learning experiences which will help them to make progress. Planning is flexible and staff are skilled in adapting activities in response to children's changing needs. Activities cover all areas of learning and expected learning outcomes are clear to staff, enabling them to support children's learning. The effective organisation of activities and resources, especially for older children, supports independent learning. Toys and resources are stored so that children can help themselves, allowing them to lead their own play and investigate the things which interest them. For example, children become engrossed as they find what happens when they add glitter, lentils and other objects to water. They discuss what they can see happening and suggest other objects to add.

A well-established key person system effectively ensures that children are safeguarded and have their welfare promoted. They are cared for in an extremely safe environment and also learn how to keep themselves safe as they use scissors correctly, learn how to cross roads and discuss who to approach for help if they become lost. As children develop, they are extremely well supported in becoming as independent as possible. They are able to use the toilet alone and staff gently remind them to wash their own hands. Planned activities help children to learn about the benefits of exercise and regular access to the outdoor area helps them keep fit and develop physical skills. Children develop extremely well as active learners, developing good collaborative skills. They also develop good communication skills, allowing them to negotiate with others and solve problems. Children accept the differing needs and backgrounds of others, treating each other with concern and respect as they play and learn together.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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